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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Mentality in Crop Production

PENNSYLVANIA is a state of achievement. It has always had one or two counties among the ten counties in agricultural value of output. She now has the first county in the state in the value of agricultural products per acre. The latest accomplishment is in the yield of potatoes per acre.

In 1920 there were only four farms that raised four hundred bushels per acre. In 1928 there were four hundred farms on which there were four hundred or more bushels raised per acre. There were several that raised five hundred bushels per acre, and some that raised six hundred bushels of potatoes per acre.

A schoolmaster and his brother have thirty-five acres on which they raise more than four hundred bushels per acre.

Of course this was not accidental. One man, Professor Nixon, of the State College, did it. He was a devoted and artistic crusader.

He did not issue a questionnaire or resort to a research department. Neither did he depend upon a bulletin. He did not pin his faith to a convention of miscellaneous agriculturists. He went to the farm where potatoes were being raised. He convinced the farmer that he must plant the best variety in the best way at the right time; that he must give the soil the best fertilizer for potatoes, and must keep the field cultivated in the best way and must use the right spray at the right time.

But above all else potatoes must be raised with *mentality*. Brains are the best seed, the best fertilizer, the best cultivator and the best enemy of pests.

Don't raise potatoes unless you *love to raise potatoes*.

All that Professor Nixon says about raising potatoes applies equally well to getting a better crop of culture and character in the schools. Mentality in the teachers, principals, supervisors, superintendent, board of education and taxpayers is the chief thing in increasing the yield from fifty to one hundred per cent.

Commander Byrd, from places never seen by man before, talks daily with New York, eleven thousand miles away, in one-twentieth of a second.

That is at the rate of 220,000 miles a second, and it is as clear as a note on the musical scale. This is the latest wonder and in 1929.

Testing Achievements

JASPER T. PALMER, principal, Mount Vernon, N.Y., emphasizes the fact that intelligence tests should produce clearly defined results. It is demoralizing to allow teachers or schools to give intelligence tests in an enthusiastic way because they are interesting. There is no prize for the sprinter who leads at the start unless he comes in first.

Mr. Palmer insists that a school intelligence test should first know definitely a student's mental age (M.A.), educational age (E.A.), subject age (S.A.), as well as the chronological age (C.A.).

Mr. Palmer insists that the intelligence quotient (I.Q.) should be accompanied by an educational quotient (E.Q.), and achievement quotient (A.Q.).

Vierling Kersey's appointment as State Superintendent of California gives unusual satisfaction, professionally and personally. Governor Young has won friends all along the line with every appointment he has made.

Significant Contrasts

TWENTY-EIGHT per cent. of the women at Radcliffe are "concentrating" in English, as against 16 per cent. of Harvard men. Seventeen per cent. of the students at Harvard, on the other hand, have chosen to "concentrate" in Economics, while less than three per cent. of Radcliffe students prefer that business-like subject.

The first ten subjects on the Radcliffe list, which make up 80 per cent. of the choices, are, in order of preference, English, Romance-languages, fine arts, history, history and literature, mathematics, biology, psychology, classics, and government. At Harvard the first ten are economics, English, history, Romance-languages, chemistry, fine arts, government, history and literature, bio-chemical sciences and mathematics.

There are three subjects among the first Radcliffe ten which do not appear on the Harvard list: biology, psychology, and classics. There are also three among the first Harvard ten which fall outside the first ten of the Radcliffe choices: economics, chemistry, and bio-chemical sciences.

Dividing the fields of study into cultural subjects on the one hand and scientific and practical subjects on the other, an interesting difference is discovered. At Harvard the choices in the cultural and the scientific and practical groups are almost exactly even—approximately 50 per cent. in each. At Radcliffe, however, nearly three times as many preferences are expressed for the cultural subjects—72 per cent. as against 28 per cent. for the scientific and practical fields.

It further appears that more than half of the Radcliffe women have elected to be candidates for honors, while a few more than one-third of the men at Harvard have chosen to study for honors.

Superintendent Thomas R. Cole and associates of Seattle are repeating the seventeen ten-weeks' professional credit earning courses for city teachers which last year were attended by eight hundred teachers, who could earn credits that the State University would recognize. It appears to be an established Seattle professional institution.

Promotion of Science

J. McKEEN CATTELL, editor and publisher of "Science" and "School and Society," is an able and brilliant promoter of science and psychology. He has known science and scientists, psychology and psychologists as college professor, author, and editor. His devotion to science and psychology, his discrimination between sense and pretence, and fearless honesty, create an interesting personality in professional service.

There are limitless possibilities for reducing the criminal class by such human engineering as Dr. J. F. Wright of Detroit has created in "Pathfinders of America." He deserves the faith of the public as well as its financial support.

Cook County Achievement

FOR sixteen years Superintendent Edward J. Tobin of Cook County, Illinois, has been creating educational achievements far ahead of any one else, and now, with the assistance of his associates, whom he styles "Educational Directors," he has perfected his group of creations, and will soon publish in complete form the most remarkable program of country life education that has been suggested by anyone, anywhere, at any time.

Because our knowledge of educational creations for half a century has led us to follow Mr. Tobin's development of the Cook County schools we are privileged to give our readers a "Foreword," so to speak, of the great program of Country Life Achievement which will soon be available in attractive form. This "Foreword" will appear in our issue of April 1.

We are indebted for the fine idealistic message of Dr. Joel B. Hayden of Cleveland, which appears in this issue, to one of our constant readers, H. Philip Patey, a representative of Ginn and Company in New England, who secured the manuscript from Dr. Hayden and his permission to have it printed in the Journal of Education.

Belding's Page

SYSTEMS HAVE THEIR DAY

IN THE news the other day was a story of a man who has thrown away three automatic cigar lighters while crossing a certain bridge. His habit of flipping a match over the rail into the water was so firmly fixed that he went right on flipping the more expensive ignition tools.

If habit will do that with an individual it will do worse things with an institution or a system.

Educators may go on doing things after conditions have so changed as to render the action silly. Or education may neglect to form new habits when these are needed.

Whatever becomes automatic demands occasional testing to see whether it is operating usefully.

Makers of machines usually realize the importance of constantly improving them. Our systems and methods should receive at least the intelligent attention given to mechanical devices.

YOUNG DECEIVERS

ONE reason for the low rating in morals which certain observers give to modern young people lies in the fact that young people like to appear worse than they are. And this for at least two reasons.

In the first place they do not wish to be prigs or hypocrites. They would rather be deemed devils than angels. If they are deemed devils, they are conscious of possessing a wide margin of merit over and above such an estimation. If they should, by sad mischance, be regarded as angels, they would be inwardly uncomfortable at the thought of being imposters.

A boy or a girl who studies faithfully for long hours will deny charges of being a grind, and will pretend—among classmates—to be all at sea about the lessons. It is part of the natural modesty of America youth, I suspect. The effect may be, and probably is, to lower the general level of scholarship, by making study unrespectable. But it illustrates a trait of young people which should be taken into the reckoning. It is the same trait which creates a pose of wickedness in moral conduct. Even to their fellow students many wish to seem worse cut-ups than they are in reality.

In the second place, young folks like to produce a shock. What is more satisfactory than to evoke an expression of horror from an older person, particularly a teacher? Some adults react just beautifully to the shock-stimuli presented by youthful tormentors. The more beautiful the reaction, the greater the encouragement to try again.

More adult leadership that is able to conceal its horror would be a help. Teachers and parents who have learned to accept stories with a grain of salt are better able to get the actual facts and to make their guidance felt.

A great deal of tact is needful to break through the formidable barrier which tradition has erected between young folks and their adult leaders. It can never be done completely. Perhaps a certain amount of barrier has value. But in most cases there's too much of it.

Young people are apt to be deceptive. Some deceive one way, some another. But an older person has to get rather close to them, entering sympathetically into their lives, to know what is going on and to have a hand in shaping ideals and influencing conduct.

TRAIN FOR GROWTH

SCIENCE to date has succeeded in lengthening the average life span. But it has achieved this result, for the most part, by saving life at the lower age levels, preventing loss of infant lives through improper care and through needless disease.

But with the children of today learning more and more about the laws of health—with science conquering first one disease and then another—we may be sure that the children of this generation are going to live longer than those of any other generation since the dawn of modern civilization.

Provided, of course, that the automobile or airplane doesn't cut them off unseasonably.

Now there is no great advantage in long life unless people know how to profit by it. Society must adjust itself to increased longevity just as it must adapt itself to greater leisure.

The schools must arouse intellectual interests capable of lasting through life, offering facilities for worthwhile enjoyment of leisure as they go along, and affording solace and fruitful occupation of the mind in closing years of life.

Training for a vocation may be fundamental if schools are to continue to justify themselves economically, as they must. But to stop there is a crime.

The mind must be started upon a course of mental growth which may be continued to the end of the last chapter. The mind that has ceased to grow is a pitiable object. We want fewer of those old men and women who sit and wait for physical death to take what is left of them after the mind has lost capacity for growth.

Anson W. Belding

Associate Editor.

The Cleveland Meeting

By DAVID J. MALCOLM

Charlemont, Mass.

THE Cleveland meeting of the Department of Superintendence, 1929, will go down in history as the meeting made great by the superintendents themselves. Eighty-five times during the week the name of a superintendent of schools appeared on the program.

From the drop of the gavel at the opening session Monday morning, when President Frank D. Boynton, superintendent, Ithaca, N.Y., hurled forth the keynote of the convention, until the close of the final address by Paul V. McNutt, National Commander of the American Legion, on Thursday, the meeting was one blaze of enthusiasm. Speaker after speaker threw down the challenge for the teachers of the nation to redouble their efforts in the great battle which is being fought for the youth of our land.

In his opening address President Boynton said:—

"It has become the fashion for certain speakers and writers on taxation and public expenditures to point an admonishing finger at the steadily rising cost of public education, questioning the value of much that has gone to enrich the curriculum, and leading the taxpayer to regard himself as the victim of ruthless exploitation at the hands of the professional educator.

"The critic who wishes to curtail the school budget and reduce the opportunities afforded accordingly, represents that small but powerful and active class, made up in part of those who believe apparently that education, above the line of illiteracy, is the exclusive right of a few select souls and who claim it for their own by a sort of divine right bestowed by heredity and wealth, forgetting that they themselves and their prestige are the product of that democracy which they now desire to strangle.

"The critics of public school expenditures include also those gold-greedy go-getters who have always been willing to rob childhood of its birthright, and to coin it into coupons, in order that, with unconscious irony, they may build monuments to themselves on college campuses. These are our 'conscientious objectors' to the school budget. But these enemies of universal education have been met before in the fight for free elementary, and again for free secondary schools and state universities, and were defeated. Once more they are riding to a fall.

"The American public school is not something fixed, static, unchanging; it is a growth, reflecting the growth, the prosperity, the changing social, domestic and economic arrangements of the national life. More accurately and completely than any other institution, it mirrors the national ideals, prosperity and aspirations."

And the same high sounding notes of commonsense and truth were heard on the final morning, when Dean William F. Russell of Teachers College, speaking on the problem of character education, said that the task of our public schools is to turn out a brave truth-telling American manhood. "In schools," he continued, "character education will show better results when we have better control of the hours when pupils are not in school. In this respect private schools have an advantage, for they have pupils twenty-four hours a day. The schoolmasters at Rugby, in the days of Tom Brown, gave students schooling inside the building and education on the playground and outside the classrooms."

Speaking on the same program under the topic of "Handicaps of Character Education in the United States," Professor William C. Bagley claimed that present-day crime tendencies were apparent in 1910, long before the days of prohibition. Various attitudes in different states, concerning the same subject, such as divorce laws, Bible reading in public schools, bootlegging penalties which send a widow to jail for life in one state and free a man who murdered his wife in another, make respect for law complicated and confusing. The creative impulsive is now popular, just as if by taking the lid off, one could create genius out of a vacuum. Those who support this school of thought constitute about the last word in a perilous adventure and at a time when we need a stiffening of moral fibre. Public education is being hard pressed on two sides, individualism on the one side and the lack of liberal financial support on the other. Never was there a time when men and women more needed to carry on the fight.

Superintendent Joseph M. Gwinn of San Francisco read a strong paper on future building plans, in which he pointed out the various advantages of three methods of financing building projects, namely the pay-as-you-go plan, the bonding plan, and the paying in advance plan. The latter plan is by far the cheapest and the bonding plan the most expensive. The speaker presented figures showing that by spreading the cost over a number of years the tax-cost of a $300,000 building to the taxpayers by the bonding method amounted to $480,000, by the pay-as-you-go plan to $300,000, and by the prepayment plan only $180,000. The prepayment plan provides that a certain sum of money be set aside each year in advance of the time when the building project begins. Interest accumulated on this sum reduces materially the cost of the building.

The high tide of school exhibition work was

reached Tuesday evening when several thousand pupils from all grades and from all the schools of Cleveland gathered at the public auditorium arena and put on what was probably the most elaborate program of physical and health education ever attempted. It consisted of heralds, band drills, mixed dances, marching drills and games, pyramids, sports, and community centre activities. The technique of carrying out the program was perfect and the eight thousand spectators who crowded the auditorium left the performance firmly convinced that the spectacle which they had just witnessed was sufficient to classify the convention as a success.

Seldom has any winter meeting enjoyed as much good music as did this one. Each session opened with a musical treat of some sort, and the community singing led by Albert Edmund Brown of Ithaca Institution of Music was of the best.

The commercial exhibits were without doubt the best ever seen at any winter meeting. Four hundred booths, conveniently arranged, made this part of the convention one of its most valuable features. Scores of delegates obtained new ideas and new suggestions of a practical nature. Problems of correct seating posture, of visual instruction, of testing programs, of time-saving busy work for rural teachers, of textbooks, of office equipment, of building equipment and of a thousand and one other types were clarified and made easier to solve because of the wide variety of interests represented by the exhibitors.

Textbook publishers, supply manufacturers and distributors, furniture men and visual education producers, and others engaged in the commercial end of educational work today are as much a part of the great public school system of America as are the teachers and the supervisors. In fact were these agencies to cease functioning, every school child in the land would suffer, for it is they who translate into usable units the findings of the research worker in the field of education.

Hotel accommodations in Cleveland were ideal. No one was heard to complain about the service or the rates, and being so centrally located it was an easy matter for delegates to skip about from meeting to meeting in order to hear special speakers.

As usual, the department of rural education held several well-attended meetings, but the biggest sensation of the week in this field was the election of Professor Mabel Carney as president of the rural education forces. Miss Carney was for many years the secretary of the organization, and her return to active participation is looked upon as a revitalizing event. The tenth anniversary of the rural department was celebrated during the week.

Breakfasts, luncheons, and dinners of all sorts and varieties played an important part in the social functions of the week, and a delegate who so desired could plan his meals so that every one of them was with some special group.

A high note of the convention was sounded at the general session Wednesday morning, when Superintendent Ernest C. Hartwell of Buffalo bewailed the emphasis placed on certification, and said that today there is a greater demand for Ph.D.'s than for men with skill in teaching. He opposed the movement to change the name of normal schools to teachers colleges, and claimed that problems of elementary school teaching are not going to be solved by merely extending the number of years of teacher training. "Too often," he said, "a teacher is measured by her degrees, and not by her skill. It is much easier to get degrees than to do good teaching, and it is much easier to pay for degrees than for good work." Too many teachers, he claimed, are taking unrelated college work, for we are allowing college credits to be substituted for good teaching. "A college degree," he stated, "is no evidence of a better teacher."

Speaking on the same subject, Superintendent Charles S. Meek of Toledo said that we have a right to expect schools of education to do for the high school teacher what professional schools have done for the physician and the lawyer. We hail with enthusiasm, he said, the educator of children who will replace the teacher of Latin and mathematics and history.

One hundred and twenty-five New England superintendents chartered special cars, and went to Cleveland in an ideal manner. Washington's birthday coming on the Friday before the convention the party took advantage of the holiday to make an educational pilgrimage to Charlottesville, Va., where they were the guests of the University of Virginia under the special care of Dr. J. L. Manahon, director of the department of education at the university. While there the superintendents were guests of the local chamber of commerce at a luncheon, after which automobiles were provided, and all were driven to Monticello to worship at the shrine of pure democracy. The visitors placed a wreath on the grave of Thomas Jefferson, and suitable memorial services were held.

The New England Pilgrims' return home from Cleveland included a visit at the Carnegie Institute in Pittsburgh and a day in Harrisburg as the guests of the Department of Education of the Commonwealth of Pennsylvania and the Harrisburg Chamber of Commerce. The program here consisted of a trip to the battlefield, an inspection of the state capitol and city schools, and an elaborate banquet. Lee Driver, director of the division of rural education of Pennsylvania, and George Foss, secretary of the State Chamber of Commerce, took charge of the visitors while in Harrisburg; Mr. Foss was at one time principal of the Forest Park School in Springfield, Mass.

Credit for the success of the trip is due to Superintendent William B. Jack of Portland, Maine, president of the New England Association, and S. H. Chace, superintendent, Beverly, Mass., secretary. Not a detail was forgotten. At a devotional service while on the train on Sunday, Dr. J. M. Ratcliff of Tufts College delivered a short address, and Superintendent Harvey S. Gruver, Lynn, and Frank A. Scott, Belmont, took charge of the music.

Convention Nuggets

Superintendent John B. Heffelfinger, Newton, Kansas:—

"The failure of the young teacher, aside from failure due to native disability, must be assessed both against the school wherein she has had her training and against the school system in which she does her early teaching."

Superintendent Thomas W. Gosling, Akron, Ohio:—

"Somewhere along the way from student to teacher, to principal, to superintendent, the administrative officer known as the superintendent of schools must be thoroughly indoctrinated with the theory of democracy. He must believe in the public schools, he must believe in the obligations of society to care for its children, for all of its children, whether they be rich or poor, young or old, normal or subnormal, physically strong or physically weak, leaders or followers. 'All of the children of all of the people' will be the objects of his care. Without this fundamental conception of democratic education and without full and unequivocal acceptance of the obligations incident to this theory, no man is competent to be a superintendent of schools in an American city.

"By the same token no man is competent to be a superintendent of schools unless he owes his first allegiance to the children of the city. He must accept the theory and act upon it that the schools are not established and maintained for the sake of the parents, nor for the sake of the teachers, nor for the sake of the politicians, nor for the sake of any private interest whatsoever, but that they are solely for the children and for the society of which these children form so vital a part."

G. W. Diemer, president, Teachers College of Kansas City, Mo.:—

"The crying need of today is the Mark Hopkins type of teacher, who can bring out of the latent possibilities of the child, the very finest things in terms of character and useful living."

T. Howard Winters, Columbus, Ohio:—

"There is no good reason for employing a special teacher with less training than an academic teacher, except expediency. These teachers should be a part of the cultural force of the school, and, as such, should have a broad background of general education. If pedagogical preparation is really important for teachers, it is important for these teachers."

Principal M. Channing Wagner, Wilmington, Del.:—

"The principal must be held responsible for the many-sided development of the heterogeneous school population. Division of the school program of extra-curricular activities must emanate from the office of the high school principal. He must be able to see the scope of work, its relation to the curricular work of the school, and the influence that it has on the student body."

Director R. T. Craige, Dunwoody Institute, Minneapolis:—

"In fourteen years Dunwoody Institute has grown from an institution of forty students to an annual enrollment of about five thousand. During this period it has dealt with a total of about sixty-five thousand young men and older men in day, part-time and evening classes."

A. C. Burton, Bowling Green, Ky.:—

"For four generations the county superintendency has been a job, more often than otherwise a political job. Even the serious consideration of making it into a profession is worthy to mark the beginning of a new era in rural education."

Professor Heber Hinds Ryan, Ann Arbor, Mich.:—

"If we are now truly entering an age in which humanity will permit a child to be a child, to the utter disregard of purely adult stereotypes; if the teacher is ready to permit each child to be himself; and if all of us are ready to keep in mind the difference between a high standard and a narrow standard; in short, if we are in an age of tolerance of personality; then the omens are all favorable to a consideration of individual differences as a factor in schooling."

Etta O. Christensen, Rural Education, Winona, Minn.:—

"What is the greatest need in our rural schools? The answer is simple: 'A Mark Hopkins on one end of the log.' When we compare the qualifications for rural teaching today with those of ten

years ago we feel that great improvement has been made, and yet we must do better if the rural child is to have a 'square deal.'"

Superintendent A. J. Stoddard, Schenectady, N.Y.:—

"There is probably no other phase of public school work today where there is as wide diversity in underlying philosophy, administrative policy, and teaching procedure as in the field of health and physical education.

"For instance, in the field of medical inspection and health work, there is a tendency for the schools to usurp the place of the doctor and surgeon in the community rather than interpret their function to be that of pointing out corrections that should be made and educating parents, and later the children, as to the necessity and desirability of corrective measures. It is probably easier for the schools to vaccinate, inoculate, operate upon and do dental work for children than to educate them and their parents concerning such measures, but such a policy merely makes the individual more dependent on society and less able and willing to look after himself after he leaves school."

George M. Morris, Rural Supervisor of Ohio:—

"The consolidation and centralization of the one-teacher schools in Ohio and in the Nation are most significant. One-teacher schools in Ohio have disappeared on an average of one a day for the past twelve years."

N. Searle Light, Director of Rural Education, Connecticut:—

"No one should know better than the superintendent what kind of persons he wants as teachers. The superintendent should, therefore, of his own initiative, recommend to the principals of the normal schools members of high school graduating classes."

Professor Fred Engelhardt, University of Minnesota:—

"There is little direct comparison possible between the training program in medicine, law, or engineering and that of the superintendent of schools. Although progress has been made in the training of the superintendent of schools, the organization of which he is a member has made little concerted effort to establish minimum standard professional requirements.

"There are approximately 500 institutions of higher learning in the United States which graduate men as qualified to assume the position of superintendent of schools. Of these over 70 per cent. have apparently but one objective, and that is to meet the minimum requirements prescribed in the school law in order to enable their graduates to 'get under the fence' into the educational field."

Superintendent E. W. Ireland, Stratford, Conn.:—

"The chief task of the Superintendent of Schools is to improve instruction through teacher visitation and conference. So important is this phase of the superintendent's work that fully half of his time should be devoted to it. The teaching situation is a complex and constantly changing one and all teachers, regardless of previous professional training, need to grow in power of self-analysis and in ability to understand, interpret and evaluate concrete situations in terms of sound pedagogical principles."

Harl R. Douglass, Professor of Education, University of Oregon:—

"Scientific methods, like charity, should begin at home. The Universities, the origin and haven of scientific methods, should not be the last to apply them to the study of problems of university management and instruction.

"The universities have always furnished the leadership for the development of scientific methods of thinking and investigation in education as well as in physics, astronomy, mathematics, economics, psychology and all branches of science; but they have been slow to apply such methods to problems of how instruction in universities may be most effectively and economically carried on. They have enabled the administrators of elementary and secondary schools to reformulate school organization, administration and instruction on a basis of facts and principles arrived at scientifically, but they are in the beginning stages only of developing a knowledge of principles and technics of instruction in higher education by means of scientific and experimental methods. Prevailing methods of instruction in college are too largely the results of blind imitation of the previous generation and of the casual judgments of each individual instructor. The inconsistency of scientific men teaching scientific knowledge and methods by methods selected in dogmatic and unscientific fashion cannot much longer prevail. It must not much longer prevail. The increased problems of higher education due to the great and steady increase in enrollments make more effective and more economical methods a necessity."

Superintendent Carleton Washburne, Winnetka, Ill.

"At no time has there been so great a need for training teachers in service as now. Normal schools and teacher-training institutions tend to lag behind the best current thought and practice, because of their attempt to prepare teachers for the average school; and education is moving ahead so rapidly today that even the graduates of our best teachers colleges soon find themselves out of date unless they receive active training in service."

Cleveland Five Days

By MARY ELIZABETH O'CONNOR

Natick, Mass.

HAVE you ever lived a month in a week and then tried to write it down on a page? Then you understand what I am trying to do.

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A.

Cleveland Five Days

By MARY ELIZABETH O'CONNOR

Natick, Mass.

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and is most important in character training.

Dr. William C. Bagley, professor of education in Teachers College, Columbia University, in his address on "Handicaps of Character Education in the United States," gave one of the most inspiring talks of the whole week. In spite of the apparent crime wave in this country, the credit for which is sometime given to public education, he points out the fact that while its extended rate may be peculiar to the United States, the homicide rate had manifested its growing tendency sixteen years ago, some time before the prohibition situation entered in, and that our foreign races are not responsible for it either. He believes it due partly to the mobility in our population, which is constantly increasing and lessening the feeling of social responsibility that a more stable group acquires. Difference in standards, racial and religious, colored and white, and divided homes are some of the causes for the increase in lawlessness. He points out a difference in standards in American states, such as no betting in one state, betting in another; bootlegging condoned in some sections, and quickly and harshly sentenced in other states as a complication of difficulties in forming a higher code of conduct. An ingrained respect for the law comes only through long, tireless effort and practice. Material prosperity in our country makes crime easy. The perils of wealth with its multiplied satisfactions of individual desires adds to the problem. Education sanctions ease when it might sanction vigor. It is the fashion to seldom mention discipline, thoroughness, or system, which means a softening influence. The freedom theory of education deifies individual freedom. We have gone so far that some of us think that the boy must "get a kick" out of every experience; his "creative impulse" must be considered on all occasions. Some people seem to think that you can "take the lid off and get products out of a vacuum." The divorce rate, which is one to six generally, and in one state one to three, gives the school added responsibility in the welfare of the child. It is not the right of individual freedom but the right of the child to a normal home which should be public focus in this matter. Our youth of today is caught between a soft sentimentalism on one side and a materialism on the other, and the job of education is to supply dynamic idealisms and disciplined freedom. In fact the road is through discipline to freedom.

John J. Tigert, president of University of Florida, Gainesville, talked on character education from the point of view of the philosophy of education. The school age of the criminal is the challenge to the teacher. "Science is advancing far beyond moral conduct." He quoted Robert Babson on the morality of prosperity, and showed that however far science advances the progress of the human race will depend upon human integrity. No matter how scientific, how perfect the railroad machinery in its various parts may be constructed and run, it is the integrity of the man at the wheel who guides you safely there. It is nature and nurture both, he says, which must be taken into consideration in character developing. In speaking of codes he contrasted those of Socrates and Jesus. Education by the mind and mind as the organ of the soul being the difference in the two doctrines. Character is a matter of growth, mostly unconscious growth, doing and acting, and the teacher must daily practice that which she promotes and expects. "Your actions speak so loud, how can I hear what you say?" The power of religious education according to Dr. Tigert is still powerful, a necessary element in elevating all of our people.

SOCIAL ACTIVITIES

One of the most important parts of a superintendents' meeting is the social activities in the form of luncheons and dinners. Perhaps I should change that social activities and call it professional and social activities, for besides the meeting with old friends and the making of new ones these occasions through their speakers bring some of the finest thoughts and most inspirational messages of the convention.

One of the most important dinners was the banquet of the National Council of Administrative Women in Education, Monday evening. At this banquet the "Ella Flag Young Memorial" for Distinguished Service in Education was awarded to Mrs. Susan B. Dorsey, retiring superintendent in Los Angeles. Miss Mary McSkimmon, past president of the N. E. A., made the presentation speech, in which she paid eloquent tribute to Mrs. Dorsey's inspirational leadership. Mrs. Dorsey has been a member of the Administrative Women's Council since its beginning, and has been a source of great inspiration, guidance and friendship to women in administrative positions throughout the country. The magnificent work that she has done in Los Angeles is but a small part of the great influence that will live on through other school women who were inspired to greater things by her leadership. Under Miss Carolyn S. Woodruff's gracious presiding an interesting program of greetings and responses as well as beautiful music was thoroughly enjoyed. Greetings from President Boynton, President Lamkin, and a dozen other speakers brought messages of friendship from all parts of the country.

The Associated Exhibitors of the National Education Association on Tuesday evening had perhaps the largest banquet at the conference. As usual their program was of the very finest. Edgar Guest was the chief entertainer—reading from his own poems and telling his delightful stories in a way that goes straight to the human heart, bringing

a laugh with one breath and a catch in the voice with the next. Dr. Claxton gave a fine talk, contrasting the equipment of the schools of today with those of sixty years ago. A Cleveland male quartette sang "Three Songs of Joy." Mr. Grissele, a composer of whom Cleveland is justly proud, played two of his own compositions. Here, again, Mrs. Dorsey received honor and tribute expressed through a gift of a beautiful self-service from the association. The fun of the evening reached a climax when three beautiful radios were drawn as prizes by the guests through stubs on the dinner tickets. Eight hundred people will long remember this joyous banquet and dinner dance.

Wednesday evening the New York University School of Education entertained six hundred of their members and friends at an annual dinner at the Hotel Cleveland. As usual their program was large in inspiration and enjoyment; their banquet of the very finest, and their favors and decorations delightful. Henry Turner Bailey, Alexander S. Lyman, John J. Tigert and John W. Withers contributed valuable talks on education from different viewpoints. Toastmaster Ambrose L. Suhrie kept his six hundred friends happy and enthusiastically interested throughout the evening. New York University's song may begin with "O grim, gray Palisades," but its banquet is always in decided contrast, a gay, delightful time.

It Pays

THE following editorial from a Philadelphia daily paper, February 10, has high significance:—

"The sum of $3,488,478 was paid in pensions during 1928, to retired employes of the United States Steel Corporation and its allied concerns, making a total of $22,325,422 that have been distributed among the aged beneficiaries of the companies in eighteen years. The report shows that at the end of last year there were 7,000 men on the roll who had served for the average period of 34.10 years and who received an average pension of $53.55 monthly.

"Perhaps the total of the disbursements for pensioning faithful employes, who had outlived their years of usefulness, may seem large, but it is a matter of record that such distribution of money to provide against the mishaps or the enforced idleness, that seems to be the heritage of years, is more than returned in the loyalty of the workers and in the increased interest they manifest towards the concerns of employers.

"Old-age pensions are coming to be regarded as one of the economic features of big industries, and the adoption of the system shows a constant growth with a corresponding increase in the harmoniousness of the relations between capital and labor."

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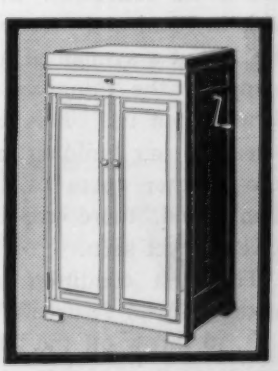
13 records—77 selections—20 interesting lessons — all for $12.50, list price ($10, list, to schools)

HERE is a big package of Victor Orthophonic music . . . grouped beautifully, helpfully, practically, for rural schools. It includes swinging rhythms, galloping rhythms, dances, folk songs, concert solos, story music—13 records and 77 selections. . . . Surely the exact selections you would make yourself, out of all Victor music, to help your school the most.

All are arranged in a neat, strong container with lock and key. $12.50, list price. 20% reduction to schools. Ask your dealer for this Unit No. 1, containing enough for a year's beginning in music appreciation, which should be owned by every rural school and presented at every county institute for work in rural schools.



Remember the special school Victrola, No. 8-8. Orthophonic; clear, sweet-toned; with beautiful Italian-style cabinet, and special features for school use. Discount to schools — 25%! Ask your Victor dealer about this. Listen to it play.

The Educational Department
VICTOR TALKING MACHINE CO.
Camden, N. J., U. S. A.

We Have No Continuing City

By JOEL B. HAYDEN
Cleveland, Ohio

"HERE we have no continuing city, but we seek one to come." These words came easily to the pen of one who moved through the cities of the ancient Mediterranean world. They come easily to the lips of all of us who are living in a civilization increasingly urban. And like many other things, these words represent an ease of statement which is dangerous. Ease of statement sometimes is embarrassing because many of us are tempted to *state* our problem and leave it at that. Words, like these, taken from a document that has been influential for almost two thousand years, represent in deed, and in truth, that quality of spirit which will not simply state a problem, but will bend every effort to its solution.

The city in which we live is bewildered, perplexed, and hard to manage. It is dirty and crude, and filled with competing groups, with mechanism, materialism, and the broken bodies and spirits of those who have been wrecked by it. Its continuance in its present form we do not look for. We see it rather as a city of our dreams, finally a city which is to come out of the storm and wrack, and economic and spiritual mists through which we drive our lives today. The city and nation which we dream of is a growing experience, not a visible static fact.

When I read that an eighteen-year-old boy in New York took his life a few days ago, because mechanistic civilization meant nothing to him, "so why should he live in it and for it," I began to realize more deeply the steady and relentless pressure which the city brings to bear upon the soul of a growing child. We hardened sinners of mature years shrug and hammer and drive our way through the evermounting impersonality of the modern city, and we sometimes forget the ravaged soul of that *very* young person near us, who has become too quickly disillusioned, and who desires *not* to live in this city which we have built, nor is he concerned with any city yet to come. This brilliant and precocious youth, taking his own life, is but a symbol of an instinctive revolt against many of the things which our modern life has thrust upon us. This lad feared to live in these places of our building, and so he quietly stole out into another room of the Father's house where, thank God, there are many mansions which we have not yet seen.

The first condition of our understanding the modern social structure of education is to banish fear, to throw off the temptation to escape, to face reality as it is, and to realize above everything else that that man and woman who can face the real facts, depressing though they may be, is the only man or woman capable of understanding the program involved in the words of my text. The man who produced those words was fit for the task. The debris of social experiment in his day confused him not. He *would* build the city which was to come. The first condition then of any profound illumination as to our task is the facing of facts without fear, and the mastering of facts without compromise.

But beyond the spirit of fearlessness is the dawning conviction that the technique required is not to be simply the technique of the schoolroom or the counsel chamber, but the technique of the *artist*. No one today can enter a great factory without appreciating that above and beyond the belt system of production, there is the artistry of the engineer who integrates the whole, and sees the picture of the total production passing before his eyes in constant movement to great markets beyond. The thing has line, rhythm, co-ordination; it paints a picture; it has meaning, direction, and goal; 150,000 men may be involved in the mechanism, but *somewhere* there sits the mind which is not only mechanical, but artistic. It is fair to say that the genius of great technical production is, in the last analysis, the genius of the artist. Not only in pioneering, but also in the conforming of the *pioneer's dream* in *organization* you have the hand of the artist, the supreme technique of that which is sheerly human, and therefore potentially divine.

We, as educators, can make no great contribution to that type of civilization that is now being born out of our present experience unless, like Michael Angelo, we see in the rough granite the texture of muscle, the skeletal angles, the co-ordination of spiritual and physical characteristics, which make an immortal David. There are basic characteristics to be developed in our own lives. These alone can guarantee adequate leadership in the production of a higher type of society by growing a higher type of individual.

The first characteristic of an educator building the new city by creating a finer type of citizenship is "penetrating sympathy," sometimes achieved through moments of great excitement and even shock. The steady series of challenges coming to you through your office day by day in the form of boys and girls—that series of challenges will provide the endless stimuli of excitement and thrill that will penetrate to the very soul of your creative power as you think of them as individuals to be unlocked, to be worked open, to be released, to be loved and inspired through the unfolding years. The sheer humanity of your job is one of the greatest assets which you possess. Youth brings to you endless questions. Its storms, as well as its

EXHIBIT OF MERRIAM-WEBSTER DICTIONARIES

At the Department of Superintendence, National Education Association, Cleveland, Ohio, February 23-28, 1929

Visitors at the recent Cleveland Meeting were afforded an opportunity to examine a valuable and interesting display of current and historic Webster Dictionary material.

1. On a table at the front of the display were various editions and bindings of the present series of Merriam-Websters, including the **NEW INTERNATIONAL**, recognized as the "Supreme Authority" on questions about words, persons, places, etc.
2. Here was a collection of Webster Dictionaries from the first small book of 1806 down to 1909, including a copy of Webster's Dictionary of 1828, Quarto in two volumes, also copies of the old Blue Back Speller of which over seventy millions have been sold.
3. Noah Webster's desk from his home in Amherst, Mass.
4. Frames entitled "Object Lessons in Dictionary Making," giving graphic illustrations of the method followed by the editors in writing a definition for the Dictionary.
5. Case of original award medals received from numerous international expositions in this country and abroad.

There were also exhibited photographs of original manuscript in Noah Webster's handwriting of the 1828 Dictionary, many original drawings of illustrations appearing in the **NEW INTERNATIONAL**, together with exhibits to show the steps in binding, and samples of Leather and Buckram used.

Send for free new richly illustrated pamphlet containing sample pages of WEBSTER'S NEW INTERNATIONAL DICTIONARY, also booklets to help in teaching the use of the Dictionary.

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SPRINGFIELD, MASS.

places of peace and quiet, are constantly before you. The danger is that you and I will miss the *individual who is there* in the valley or upon the mountain top. We must always insist upon personal approach to the individual; we must compel these thousands of children to be broken up into units, and as they come to let them stir and shock and stimulate us into that deep penetrative understanding which only comes through a sympathetic contact. The administration desk sometimes becomes a towering wall behind which youth's appeal stands timid, voiceless, and afraid.

Have you ever stopped to think of the temptation which all of us administrators suffer? If we forget that we are artists, primarily, and not operators of a machine, we are likely to forget that education in its finest sense is the process in which "the whole adventure of man on earth gains momentousness, precariousness, and beauty." "Man's whole adventure on earth." Think of it. Think of your curriculum material in its relationship to your choice of teachers, think of the personality of the man who is to introduce a child to the potency of Anglo-Saxon literature, to the suggestive mysteries of natural science. These two great fields of teaching and character building alone furnish enough great thrills to far-sighted souls to carry them through endless lives. Historians of literature and culture, who are also artists, can in some strange way discover the nature of epochs and immortalize them in line, and picture unforgetable. "Man's whole adventure on earth," the momentousness of human fear, the precariousness of man's breaking-through-the frontiers-of-time. Take, for instance, these words entitled "Heritage," words that suggest a penetrating power of vision sinking shafts 300 years deep in the soul-soil of New England:—

HERITAGE

By WILBERT SNOW

They made their graveyards on the hill,
Their houses just below,
And something from the tombs came down
The slope long years ago;

It fastened on the cellar walls,
It climbed the rough-hewn beams
Clear to the attic, back again,
And mildewed in the seams,—

Till those who called these dwellings home
Saw the dark spate leave behind
A *tiny fringe of graveyard loam*
Upon New England's mind.

If we, as educators, are to concern ourselves with a great city that is to come, which is just another word for civilization being born, we must so enrich our daily lives that we may constantly review the whole "adventure of man on earth," let nothing human be foreign to our thought as we confront this plastic, questioning, amazing, impulsive stuff of youth which passes through our schools. "Continuing city?" No. *There is no such thing as a continuing city.* Let us never forget that there is no group in the world to whom that which is *momentous,* that which is *precarious,* and that which is *beautiful,* more subtly appeals, than to youth, and youth particularly as we see it, rising all about us to follow the "gleam." Only as poets and artists will you and I ever be able to swing *their* gaze to the "whole adventure of man on earth." And nothing less than that is our task.

I suppose the most compelling influence that Jesus of Nazareth has had upon the human race has been his loving awareness of the *potential powers latent in the individual.* Behaviorist John Watson in Baltimore and competing psychologists in the schools of New York and London will all agree as to the necessity of cultivating a sense of "being in the presence of extraordinary possibilities." Every dividend paid by modern psychology has been achieved by its power to *discover possibilities* in human nature. Should we not then regard each child, in the language of the New Testament, as a "quickening spirit"? One of the religious education men in the City of New York recently said: "Mentally each child will unfold in one of two ways. He will be either the potential mystic intent upon distant perfection; or he will be the budding scientist, a lover of fact."

If we are to be the artists of the human soul we must then have that "intense constructiveness of vision which goes beyond objects of physical sight." What a tremendous organization educators have built up, how tangible most of it is, what enormous budgets you possess; what programs can be set down in black and white or outlined upon square miles of wall space. What diagrams and charts of organization-responsibility you can spin out, what great lecture halls you can crowd with thousands of youths, and yet it is all as dust and ashes unless coupled with it there is the power to see that the *whole* of it is simply a *single tool* and that you are using the tool to hew and carve from the future that *shape* and *form* of a new civilization which is clear beyond physical vision. Unless you men and women can visualize something greater than the machine, then the souls that come out of your system will probably have the earmarks of the machine. Unless in our own minds and hearts we can develop that power of spiritual insight which the great artists had, this city in which we live will not be continuing; 'twill be a corpse. Nor will there be left any poet or architect within it capable of seeking a greater city to come.

You indeed have no continuing city, you seek one to come. You would not be leaders unless you dreamed of greater achievements just over the horizon. I am convinced that you seek something greater. I am convinced that it is coming.

How National Music Week Aids Schools

By KENNETH S. CLARK

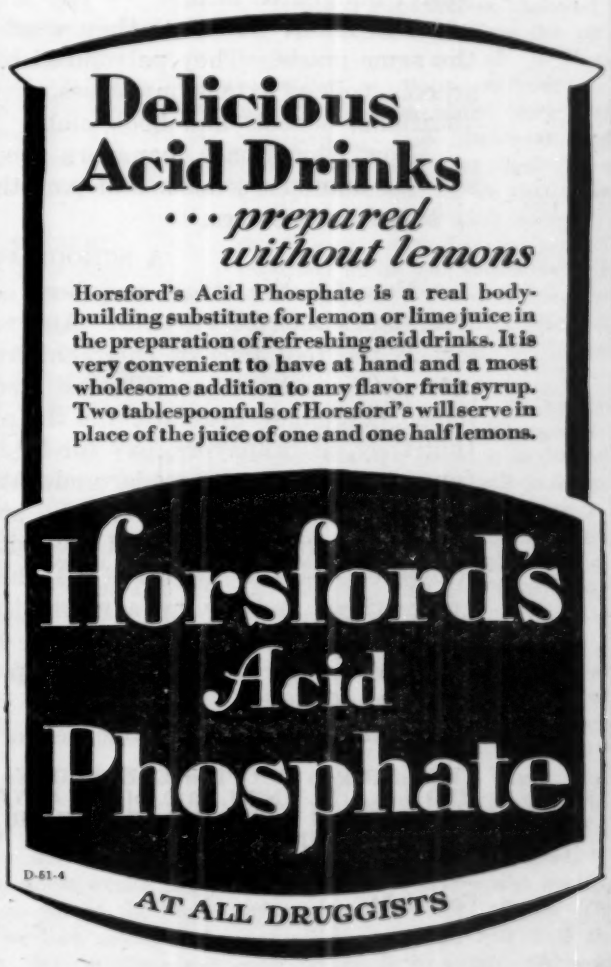
Assistant Secretary, National Music Week Committee

WHATEVER benefits school music thereby benefits the children who are the objective of that musical training. One great service which has been performed by the Music Week movement has been that of setting up for the schools an occasion upon which they could turn the spotlight upon their musical instruction. As John W. Beattie of Northwestern University pointed out some time ago, it is only common sense for the school music supervisor to make the school music function as much as possible in the life of the community. He reminded his hearers that the music supervisors and school teachers in general have a very justifiable aspiration toward a higher salary, more adequate equipment for their school work and other essentials which mean money. Upon what does such an additional provision of funds depend? It depends upon the support of a public opinion favorable to the school music work. By whom is that opinion exerted? It is by the voters, who are the parents and friends of the school children. In many cases those voters have not the least knowledge as to the efficacy of the school music work in their town.

A solution of that problem has been provided by the Music Week. The process is somewhat that of bringing the mountain to Mahomet. Coming, as it does, in the week beginning on the first Sunday in May, the celebration serves as a summing up of the entire season of school music instruction. Those schools which wish to make the most of the opportunity not only take the school music out into the community by giving public performances but invite the parents and friends of the children to the school buildings to witness the actual music instruction. This is done through a parents' music day, with a prize offered to the school attracting the most visitors. The children urge their parents to attend in order that their school may win the prize. A similar method is that of inviting the public to attend the regular music classes throughout the week. A schedule of these is run in the newspaper so that the parents who may wish to visit the schools on a particular day may know what classes are in operation. Further directions for planning these and other special events are found in the leaflet, "Special Activities for Schools During National Music Week," obtainable free from the National Music Week Committee, 45 West Forty-fifth Street, New York City.

Schools are urged to tune in with the keynote of the coming National Music Week, May 5-11, which is a greater degree of active music-making on the part of people in general. This plan calls for an inter-relation of schools and homes, children and parents, to the advantage of public school music. The activities recommended for this purpose include not only parents' music days but discussions or debates on phases of school music before parent-teacher associations or clubs, home guidance of children's music training on the part of parents, school ensembles for home music hours, American history through music, with its eras illustrated by study and assembly singing of traditional American songs, by the presenting of chronological programs and by musical quiz games; massed concerts of bands, orchestras, or piano ensembles and playing by groups of simpler instruments suitable as stepping stones to the regular orchestral or band instruments.

Source material for carrying out any of these suggestions is available free, in single copies, from the committee.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D-51-4
AT ALL DRUGGISTS

If Education Were a Business

By ARTHUR DEAN

Imagine, gentle reader, reading an advertisement presented as follows:—

SPECIAL ANNOUNCEMENT: This store is run according to the ideas of the manager without reference to what the public thinks or wants. It is open for five days in the week, shuts up for ten weeks in the summer. Sells only to young people and begins business at 9 A. M. and stops at 3 P. M. You may need something we have on our shelves, but it is too much bother for us to sell it to you, so we insist that you trade elsewhere.

Now, folks, wouldn't that announcement kill any business?

And yet in substance that was once the attitude of the greatest business in the world — the education of our people. The schoolhouse was open for business for a few hours a day for five days in the week, shut up in summer and limited its sale of goods to children only.

We are beginning to get a new conception of this business of selling education and new light on the sort of folks who might make our most desirable customers.

Just as the storekeeper hustles to get the trade of the people who have money to spend, so the schools are beginning to reach out for people who have strong incentives behind them to acquire education.

The old-fashioned educational store-keeper dealt only with young people who had to come to his store whether they wanted to or not. Quite frankly he didn't want to bother with those customers with whom he wasn't obliged to deal.

The result was that they went elsewhere and paid high prices for the same goods. They patronized his competitors — the correspondence schools, college extension classes, private libraries, commercially managed vocational schools and book clubs.

Now educational managers see the error of their ways. Evening schools, summer schools and part-time classes represent their attempts to satisfy customers.

A SCHOOL FOR PARENTS

Now for the latest and best educational development so far. An Evening School for Parents! And why not? Why shouldn't parents follow in the footsteps of their children? They imitate youngsters' haircuts, skirts and sports. Why not also learn swimming, color photography, music, languages, dramatic and the plastic arts? Why not use the schools that they, as taxpayers, pay for by taking up anything that strikes their fancy in the realm of modern education?

The parents of children who attend the experimental school run in connection with Columbia University are having an educational frolic. Raised on doses of the three R's, they are discovering the values of modern methods and having a grand time doing it. In the class there are Elmer Davis, the writer; Countess Morner, Mr. John D. Rockefeller, Jr., wives of college professors, a group of bankers and judges — everybody and anybody.

Here's a hint for public school advertising:—

THIS STORE IS OPEN EVERY DAY AND EVERY NIGHT IN THE WEEK, FROM 8 A. M. UNTIL 10 P. M. TO ANYBODY OF ANY AGE WHO WANTS ANYTHING FROM OUR SHELVES WHICH HELPS THEM TO LIVE BETTER AND TO ENJOY THEMSELVES MORE. IF WE HAVEN'T WHAT YOU WANT ASK FOR IT.

Copyright.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Fagots and Ashes

Once there was a glassmaker who lived in an ancient kingdom on the shores of a salt sea. The glassmaker was a gentle man who dreamed dreams of beautiful things and then caught his dreams in his molten glass so wonderfully that kings came from far and near to buy his wares. In order to keep his fires going the glassmaker hired a boy to drive a mule every morning to the woods; bring back a load of branches about noon and then spend the rest of the daylight carrying off the ashes, in closely-woven wicker baskets. Boys came and went, as the years passed, but the poor old mule never ceased in his labors of carrying fuel and carting off the ashes. His patient spirit was satisfied with a few mouthfuls of grass snatched from the side of the road as he walked along, or an hour of drowsing in the sun while his back was being burdened, or a cool draught of water from the spring that spouted up under an ancient oak near the dumping ground.

From the forest to the fires and from the fires to the ashheap a trail was gradually worn deep and hard by the mule's hoofs. Not far away from the glassmaker's shop was a great volcano. From its top always waved a feathery plume of smoke. Without warning the fires within suddenly gathered themselves together and burst forth, overwhelming the country and burying the glassblower, his workship and all its beautiful glass. The faithful mule with a load of faggots on his back was buried under falling ashes on the forest's edge.

That was a long time ago, but yesterday scientists, while digging away the lava, came upon the kiln of the glassblower. Its precious glasses were unbroken. Their beauty filled the souls of the scientists with wonder. In some marvelous way nature had carried on the glassblower's plans for beautifying his work, and had given a lustre as from a million rainbows to each piece of fragile glass. It was as though God, himself, had touched the work of this humble man with heavenly splendor.

The scientists, with slow and painful labor following the worn trail one way, found the ashheap and its broken and discarded treasures of glass; following the trail the other way they came upon the body of the donkey. Strangely enough every faggot was still in place upon his back, and he, himself, had been preserved from decay by the falling ashes. His eyes were closed as he stood there. He seemed to be asleep. As the outside air reached him he slowly crumpled down into dust.

There is something infinitely pathetic in the thought of the faithful old donkey spending his years carrying first the faggots to the fire and then, afterwards, carrying off the ashes, but the thought is relieved somewhat by the lustre and beauty of the glass goblets that resulted from his toil. In them is reflected the glory and gleam of an immortal spirit toiling in a creative task, in which an humble donkey had a lasting and important part.

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Poets of the New Era

Not long ago I talked with a reviewer of books about the spirit of the new age. The question of modern poetry arose and my reviewer friend remarked: "The poetry of the day is poor stuff. It lacks vitality. It runs to picture writing."

I could not agree with my friend in this. As I recalled my wanderings among modern poets it seemed to me that in their writings was appearing a wonderful appreciation of the spiritual realities back of matter. I picked up a book of modern verse and turned, almost at random, to the following noble lines:—

MAN POSSESSED
By William Rose Benet

I know some force is mighty, some force I cannot reach.
I know that words are said to me that are not said with speech.
My heart has learned a lesson that I can never teach.
Only this I know, that I am overtaken
By a swifter runner Whose breath is never shaken,
That I follow on His pace, and that round me, as I waken,
Are the headlands of home and the blue sea swinging
And the flowers of the valleys their fresh scents flinging
And the prophets and the poets, with their singing—with their singing.

Surely the man who wrote this was plumbing the deeps of an uncharted sea. His mind was reaching down through matter and past shining suns to the sources from which worlds flow as water flows down out of the high hills. In vain do we look among the poets of the past for anything so deeply spiritual. The beginnings that we trace in the wonderful writings of Wordsworth are rising before our very eyes into new worlds and continents in the writings of present-day men and women. Mankind, through its prophets and its poets, is learning the mightiness of the spiritual force behind all things, is learning the lesson that only God can teach and is following on His pace, seeing Him, with newly wakened eyes, in even the most trifling things of daily life.

Golden Reeds

The big golden reeds of the pipe organ filled the front of the church. Every eye was lifted to them during the entire service. How neatly they were arranged; the big reed in the centre and whole rows of reeds each a little smaller than the other running down to the tiny shrill reeds at the far ends. The service was over; the people had filed out. The plop! plop! of water dripping from the eaves of the church was the only sound to break the stillness.

"It was a huge success," boomed the big reed suddenly; "how the people applauded;—you are all to be congratulated, my dears, on your lovely tones." "We are really very important people," said the next largest reed. "One needs but look at our gold-plated chests to see that. These men creatures don't plate unimportant things with gold;—they don't put unimportant things into important places, I can tell you. Without us this church would be a dead and barren place. We fill it with life and music and romance."

"That is true," said the big reed, "but here comes that old organist. I wonder who the friend is he has with him! I wonder if he will look up at us as he passes. He, alone, pays no attention to us. It is as though we did not live. Instead, he fusses about over that keyboard that is all stringed up to that dusty, musty, dry-as-a-chip little box under the platform of the pulpit. I have often wondered what insignificant sort of person lives in the dark, hidden, as it were, in such a shameful way."

The organist and his friend paused at the front of the church. The friend looked up at the neat golden pipes. He laughed. "Those pipes," he said, "are just like a lot of people who are high and mighty in world affairs. They wear all the gold plate and think they make the music to which the world moves, when, as a matter of fact, they

amount to nothing, — behind them somewhere, some dingy clerk, some poorly paid salaried man, slaves and thinks and achieves the thing for which they get the credit. The world is full of such hypocrites, and the common people take it all in and look at the gold medals and the gold braid and the high and mighty positions and exclaim: 'What mighty folks these are.' Now as for me, I'd rather have you show me the workings of that wonderful instrument hidden away in the dust under the pulpit floor."

When they had gone the little reeds looked at the big reeds, but the big reeds looked straight ahead into the gloom.

Light Out of Darkness

Here is a noble poem—from which, as from a clear, sparkling brook, every thinking soul should drink and be refreshed. Thus can each one of us become a sharer in the glory of the poet's dream. What nuggets of pure spiritual gold lie within our reach in the stream bed of this noble brook whose source is in the poet's soul and whose outlet is the immeasurable ocean of God's created universe.

LIGHT OUT OF DARKNESS

God moves in a mysterious way
  His wonders to perform;
He plants His footsteps in the sea,
  And rides upon the storm.

Deep in unfathomable mines
  Of never-failing skill,
He treasures up His bright designs,
  And works His sovereign will.

* * *

Judge not the Lord by feeble sense,
  But trust Him for His grace;
Behind a frowning providence
  He hides a smiling face.

His purposes will ripen fast,
  Unfolding every hour;
The bud may have a bitter taste,
  But sweet will be the flower.

Blind unbelief is sure to err,
  And scan His work in vain;
God is His own interpreter,
  And He will make it plain.

—Cowper.

Unfolding Wings

In a corner of my house, on the southern side, where the warm sun reaches it every day, hangs a beautiful little green gem box which learned people call by the lovely name of chrysalis. As a matter of fact this gem box is more wonderful than anything ever made by the hands of man. It is chiseled and shaped to exactly suit the purpose for which it is made, and yet it is touched with such mystic glory that the study of it floods the most learned soul with wonder. There is a pale golden spot at the very top of it. What purpose does that golden spot serve? The grub that made it is hidden underneath the pale gem shell and can not see it. The chrysalis would be apparently as useful without the gorgeous ornaments that decorate it. As I looked at the gem box yesterday I made out the shape of folded wings. There they were, giving a lovely curve to the chrysalis itself. As I looked and studied the thought came to me, "Here, indeed, is a lesson from the master's hand; here are the folded wings resting and waiting within restraining walls of tenderest tissue. A silent growth is going on within, that has for its purpose the breaking of the chrysalis and the spreading of these folded wings. I see but the promise of wings, the purpose for which the wings grow is hidden in the thought of God." Then my mind turned to the growing boy or girl. In each I saw another chrysalis. In each I saw the folded wings and the glory of the golden spot upon the clear high brow. In each I saw the vision growing, shaping the wings and lending strength to them and through them to the finer thing within before which life spreads its garden spots.

If each unfolding spirit but knew the glory of its waiting wings!

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EDUCATION IN ACTION

New York Girls Obtain Own Jobs

More than a fifth of the girls in the continuation schools of New York State found their own jobs when they left full-time schools, according to a survey just made by Dr. L. A. Wilson, assistant commissioner of education. Nearly the same proportion, Dr. Wilson discovered, obtained work through friends, and a slightly smaller proportion enlisted the aid of relatives when they started out to find work. The continuation schools, through their placement officers and teachers, assisted five and one-half per cent. of the girls in obtaining work, Mr. Wilson said; four per cent. of the girls answer want advertisements, and 2.2 consult employment agencies. Only a negligible number use the state employment agencies.

Boston University's Fame is Enhanced

Boston University now has forty-eight graduates serving as college or university presidents and seventy-three living graduates who have served in a similar capacity, according to the announcement of Robert F. Mason, alumni secretary. The university's record was increased recently with the appointment of Bowman F. Stockwell '25 to the presidency of Union Theological Seminary of Buenos Ayres, Argentine, and the appointment of Dr. William R. Ward '26 to head Port Arthur College at Port Arthur, Texas. The latter post was formerly held by another Boston University man, Arthur J. Price, Theology '22.

Lithuanian Schools Show Fewer Pupils

A reduction of 1,000 pupils in the "middle schools" in Lithuania is recorded in statistics for 1928, which have just been issued. Whereas there were 22,734 children in these schools in 1927, there were only 21,766 in 1928. The percentage of Jewish children, however, rose by 1 per cent to 23.2 of the whole in this period, while the percentage for all other nationalities except Russian shows a decrease. The Russian figure is fractionally higher.

"Daylight Savings" Plan at College

An experiment in "daylight saving" education will be tried this summer at North Texas State Teachers College, Denton, Texas. More than 3,000 students will get up with the sun five mornings a week to attend classes beginning at 6 o'clock. Afternoons will be devoted to study and evenings to recreation. Floodlights will light up the athletic field for night sports. Movies will be shown in an open-air theatre. The "daylight saving" program was devised to accommodate what is expected to be the school's largest enrollment.

Spread of Malnutrition Noted in School Children

Malnutrition is increasing among New York school children a recent survey carried on by the Children's Aid Society at its nine school health centres indicate. Nearly one-fifth of the children examined during the current year by Dr. E. Willis Kobler, consulting physician for the health centres, have been found to be suffering from a marked degree of malnutrition or rickets, whereas, a year ago less than one-sixth of the children who attended the centres were malnourished. Every effort to decrease the amount of the malnutrition is being made by the society by serving an increasing number of nourishing lunches at its health centres. More than 228,000 lunches were served last year and more than 150,000 have been served already this year.

Society Studies Chinese Literature

The American Council of Learned Societies, which has undertaken extensive research into Chinese culture, will start work at once on important bibliographies, surveys of Chinese literature, a catalogue of Far Eastern manuscripts in the United States and a series of monographs on Chinese subjects. Believing that American apathy regarding China and her culture has reached the turning point the council will urge upon American universities the need of including Chinese in their regular studies. The committee in charge includes the most eminent American authorities in this field.

Higher Education Tendencies Scored

Scoring the extreme democratic tendencies of higher education in the United States, which, "by extending the rights of the individual, lowers the standard of culture," Ernesto Nelson, chairman of the board of education in Argentina and head of the present delegation of Argentine educators to America, outlined ways in which America might well turn toward the Latin-American republic for educational improvement. "The big difference between Argentine and American education lies in the matter of restrictive measures," said Mr. Nelson. "The university occupies a more important part in South American life than in North American. With the university degree leading to many government positions, educational requirements are more and more severe, a high price is placed on culture, and social prestige goes hand in hand with university training. The educational process is thus highly selective. Here in America you continually make education easier for the individual, and lower the standard of your culture, with the result that cultural zest and yearning for intellectual food is in danger of being lost. Culture is made the servant of the individual, rather than the individual the servant of culture."

Women of India Need Education

Only twenty-one out of every 1,000 women in India are literate and even this literacy is of a rudimentary type, according to Dowager Rani Lali Kumari (of Mundi), who presided over the third All-India Women's Conference on Educational Reform at Patna. She emphasized the need of directing educational progress along sound lines. In her opinion, the question of the educational progress of the women of India is bound up intimately with the improvement of social conditions. The best of their educational program must come to naught and all their resolutions would be futile if the women could not come out of "Purdah" and have the benefits of light and air, if little girls continued to be hustled into marriage before they had laid the foundations of the most rudimentary education, and women were handicapped as at present by disabilities of various kinds, preventing them from reaching the full rights of knowledge and experience of which they are capable.

Include United States In German Exchange

The German Students' Association and the German Academic Institute for Study Trips in Berlin have decided to extend to America the student-exchange arrangement heretofore in force with England and France. Free board and lodging during the vacations will be arranged for in both countries.

English First In Diplomacy

The question of languages for international conferences was one of the first subjects discussed by Owen D. Young and J. P. Morgan when they landed in France as American experts for the conference to fix German reparations payments. Fully two-thirds of the discussion in the conference room has been in English. Two of the three interpreters constantly in attendance have had little labor. Only the French interpreter has frequently been used. Though five of the seven countries represented are non-English-speaking lands, the financial experts of all except two are almost as fluent in English as in their native tongue. French still clings to its claim as the language of diplomacy. The first Dawes plan was written in English. Its successor, to be worked out by the committee now sitting, unquestionably will be written in the same language. They may be submitted as evidence that in the realm of quasi-political international business conferences which have become an institution of reconstruction days, French has been forced to second place.

Medical College Popular in Virginia

The Virginia Medical College is one of the most popular medical institutions in the state as shown by the fact that of the one hundred and one counties in the commonwealth eighty-seven of them are represented in the student body during the present year. Twenty-one other states and five foreign countries are represented also. For the current session there are over eight hundred students in the various departments.

Independent Regime By Women College Graduates

Dr. J. Laurence Meader, just installed as president of Russell Sage College, in his inaugural address compared the present status of women with that of the great-grandmother of the present generation who, "after mastering her 'reader' and a fine shaded Spencerian hand, had learned all that it was ladylike for a Christian female to know. Today 300,000 young women throng American colleges, studying on a parity with their brothers. There is a danger of developing on the part of our young women in college a growing sense of independence of others, a lack of concern with regard to the activities and agencies of social living. There is a danger that we shall graduate young women who are actuated by a selfish desire to make a name and a place for themselves in life, even at the expense of others, if necessary. There is a danger that our students will learn to pursue their agreeable intellectual activities utterly oblivious of the needs and strivings of their fellowmen."

Manuscript Preferred By Teachers to Script

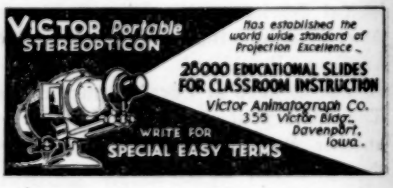
Today the form of writing which the early monks and professional scribes used is being given close study as a possible substitute for script. "The most natural and the easiest form of writing for a child to learn," declares Miss Gertrude Hildreth, psychologist and associate in the research department of Lincoln School, an experimental school connected with Teachers College, "is that employed by the early manuscript writers. We have found that children are able to write legibly and with better understanding at a much earlier age by using the new method. In our experiments we have found that it takes more time to write manuscript, but English deductions, where that form has been taught longer, are that it is actually speedier." In addition to the Lincoln School, several New York private schools, the Bronxville schools and one or two schools in the West are teaching the revived form of writing. In this, the United States is following the lead taken by England, which has progressed in experimentation to a point where its leading educators are convinced that all writing, commercial and otherwise, should be in manuscript rather than in the present form.

Chinese Encyclopedia Obtained by McGill

A literary treasure of the Orient, a first edition of the oldest printed Chinese encyclopedia, a work of 5,000 volumes exclusive of twenty volumes of index, weighing two tons, is now in possession of the Gest Chinese Research Library at McGill University. "Chin Ting Ku Chin T'u Shue Chi Ch'eng," as the work is called, is a collection of writings and illustrations, estimated to contain between three and four times as much matter as the eleventh edition of the Encyclopedia Brittanica. The number of Chinese characters is about 40,000,000 and 100 Chinese characters are the equivalent of about 150 English words. The compilation of the Encyclopedia began in 1686, by imperial edict, during the reign of the Manchu Emperor Kang Hsi, and occupied forty years. Its completion was announced to the throne in an address dated the twenty-seventh day of the twelfth moon of the third year of Emperor Yung Cheng, 1726. According to tradition 100 copies were printed by the use of movable copper type and distributed as gifts among the imperial princes and high officials. In 1862 about 250 more copies were printed by the Chinese Foreign Office.

Albania King Orders Unity in Language

King Zogu of Albania, who is a Moslem and a man with European conceptions and tastes, has decreed, like Mustafa Kemal Pasha in Angora, that Arabic letters are an anachronism and that modern Latin characters must be substituted. A commission of Albanian professors has been appointed to unify the Albanian language, which is a strange mixture of Oriental dialects, and create one that shall be spoken from west to east and from north to south. Albania's first dic-



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THE ARLO PUBLISHING COMPANY
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tionary was printed 300 years ago, but a new one is now in preparation. The groundwork of the Albanian language is Indo-European, but a large number of words have been borrowed from Latin, Italian, Greek and Slavonic. Every educated Albanian speaks and writes the tongue of Skanderbeg, but the masses are still illiterate. Greek or Turkish is spoken by the old generation of Albanians, but Albanian is being taught to the rising generation in the schools, which have been increased tenfold since 1912. As Albania is too poor to have high schools and universities, over a thousand students are studying abroad at the government's expense.

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TREND OF THE TIMES

OBJECTIVES of the Byrd Antarctic Expedition are twofold—geographical and scientific. Apart from flying to the South Pole he will try to determine whether Antarctica is one mass of land or two islands, or a group of islands bound together by the ice-cap. Scientific work will embrace meteorological studies, the collecting of fossils and specimens from rock outcroppings, experimental work in radio transmission, in magnetism, and the causes of that remarkable phenomenon, the aurora australis.

SHINTOISM, Buddhism and Confucianism are generally considered religions of Japan, but a native of that country can be a follower of all three faiths without conflict. Buddhism incorporated the worship of Shinto deities into the Buddhist pantheon, and also taught a way of salvation undeveloped in the Shinto faith, whose principal teaching was service to the emperor and honor to the gods. Confucianism, on the other hand, offers precepts and rules to follow in daily life, and is considered largely a code of ethics.

FEW WHO BUY their yearly calendar know that six years' co-operative work by the best astronomers in five leading nations is necessary to ensure its accuracy. Thus the first calculations for 1933 were begun in August, 1927, by experts in Greenwich Observatory and the Nautical Almanac office. They work out for all nations the right ascension and declination of the sun, moon and eighty-four of the fixed stars at each of the twenty-four hours for each day in the year.

CONSTANTINOPLE is tolerant of motion pictures depicting Occidental life and morals, but the Anatolian provinces are frequently scandalized. Following an amorous passage in a recent screen presentation the commander of the town's militia burst into the operator's booth and gave the operator a cuffing and tore the film to shreds. He was cheered by the veiled women in the audience, but the younger generation howled for the picture to be continued.

ROMAN society women, including many of the foremost Italian aristocrats, have banded together to evolve, promote and support a purely Italian style in women's fashions. To set an example, they all bind themselves to wear no clothes which are not made in Italy by Italian workers with Italian materials on Italian designs.

MACHINERY is multiplying the capacity of one pair of hands. As power the average man is worth only one and one-half cents an hour. The man with the hoe is passing. In his stead we have the man with power. The tractor farmer can plow from four to twelve times as many acres as the man with the two-horse team. He can cultivate and harvest six times as much as by former methods.

EXPENDITURES of $9,433,604 on behalf of the Republican ticket in the last national campaign, and of $7,152,511 for the Democratic ticket—including in both instances national and state expenses—were reported by the Senate Campaign Funds Investigating Committee. These expenditures do not include money spent by district, county, city, ward and precinct organizations.

JAZZ is only on the surface, superficial, according to Henry Morgenthau, former Ambassador to Turkey, who says he was amazed in traveling across the continent to find a deep undercurrent of spirituality in the people's mind. "Delve deep and you find a consciousness of disgust with the crass materialism of the day. There are signs everywhere of a great awakening, a spiritual revival," he asserts.

ENTIRE BANKING business of the British Isles is conducted by sixteen joint stock banks. Five of these do eighty-five per cent. of all the business. At the end of 1927 the sixteen banks had a total of 9,381 branches in England, and 7,970 belonged to the "Big Five." The total assets under control of the "Big Five" approximate $10,000,000,000.

ONE SEES more beautiful and beautifully dressed women in America than in Europe, according to Claude Anet, noted French editor. American women have a passion for learning, he discovered, and they have succeeded in building a wall between themselves and their menfolk. "Visit the New York restaurants and you will never see men and women together at lunch

MEMBERS of the House of Representatives have started 17,273 bills to date on their way through the legislative machinery during the Seventieth Congress. During the first session 14,143 bills were introduced and during the short session, which ended on March 4, 3,130 were introduced. Of the total only 2,716 have been reported by committees.

The BOOK TABLE

COMMERCIAL LAW BY CASES. By Harold E. Cowan, Dedham, Mass., High School; Margaret F. Shea, Boston High School for Girls; George A. Morin, member Massachusetts Bar. Cloth. New York: Henry Holt and Company.

It would not be easy to find three persons better equipped to prepare a book of this kind for school use than these three.

There is a serious and intelligent demand for such a text on Commercial Law for high school use. It must meet the most searching criticism of the best lawyers. It must be created primarily by a high school teacher of recognized ability and specialist in this subject, and it must be phrased by an expert in the art of using language that needs no interpreter. No better representatives of the three classes could be asked for than these.

Law is an evolutionary system built up by the accumulated experience of ages, and tends to evolve a code of moral conduct. In the warp of any school course should always be interwoven a woof of honesty, fair dealing, and in every way a moral conduct.

MODERN LIFE ARITHMETIC. By John Guy Fowlkes, Ph.D., University of Wisconsin, and Thomas Theodore Goff, Whitewater, Wisconsin, Normal School. Book One, Third and Fourth Grades. 435 pages. Book Two, Fifth and Sixth Grades, 402 pages. Book Three, Seventh and Eighth Grades, 445 pages. New York: The Macmillan Company.

The name of the series characterizes the purpose of the series. There has been an heroic exclusion of everything not in use today. There is no more use of old stuff from discarded series. The principle, methods and devices have been given the acid test of timeliness.

The books not only insist upon timeliness but upon respecting the interest of the students. For instance, in Book Two, which stretches its range from fifth to seventh grade, the examples and problems deal with baseball, track athletics, selling papers, making fudge, waffles, ice cream, fruit cake, and every other interest of boys and girls from nine to eleven years of age.

Book Three is creative in its examples and problems. They deal with every conceivable personal, family, neighborhood, township, city, county, state, and national affair.

The spirit of modernism awakens the interest of youth in everything, everywhere. Just as the adolescent youth expands his knowledge and interests, so Book Three keeps a lap ahead of the seventh and eighth grades so as to keep them on edge in school as they are sure to be out of school.

In methods, devices, typography, illustrations and all technique, "Modern" is the slogan.

OUTDOOR ADVENTURES. By Albert E. Shirling, Teachers College, Kansas City, Missouri. Illustrated by H. Boylston Dummer. Cloth. 250 pages. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

School reading is now vital as it never was before 1920. The Project Method magnified and glorified in the first two decades of this century places things seen and done above things read. We organized, classified and adjusted projects to the age, environment and natural interest of pupils.

We are now organizing, classifying and adjusting the school and out-of-school reading of pupils to the age, environment and personal interests of children.

No sensible course of study requires the same reading of all children in any grade, or any reading the same for all grades.

"Outdoor Adventures" ties up reading and projects ideally as well as really, and appeals to universal interests in a captivating way. We can imagine no reader for children from eight to ten in school or home that would be more attractive or valuable than this.

MOTHER GOOSE BOOK. A Work and Play Book for Silent Reading. By Emma Miller Bolenius and Marion George Kellogg. Illustrated by Gustaf Tenggren. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Mother Goose was never as much alive as she is today. This "Mother Goose Book" will probably have more readers in five years than any Mother Goose Book had in fifty years in the nineteenth century. Certainly no "Mother Goose Books" ever published in the nineteenth century had as much art, beauty and fascination as are in this book copyrighted in 1929.

Nor is this all. There are more highly significant professional suggestions of principles, methods and devices for having children learn many things that they will not forget in these 120 lessons About Baby, About Birds, About Farm Animals, About Boys and Girls, About Eating Times, About Pets, About Grown-Ups and About Work.

GUIDANCE FOR YOUTH. A Textbook. By Frank G. Davis, Bucknell University, and B. Carnall Davis. Cloth. Illustrated. 386 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This book will help school systems to induce adolescent youth to complete a school course that will prepare them to be good for something to themselves and to society.

We have no patience with the popular impression that schools fail to be useful in preparing those who complete even a junior high school course to earn a reasonable living, but we think it highly necessary that guidance be improved and intensified. Even from the seventh grade onward the school should be expected to have in mind the self-support of every child whether he expects to go to college or not.

Every graded school system should have some one specially qualified and deeply interested to see to it that all teachers of junior and senior high schools are toned up to an appreciation of responsibility for having every student who needs attention guided skilfully industrially as well as socially with a view to success in life.

Teachers are now required to observe every child's physical condition so that none shall escape immediate medical attention if there is any indication of physical anxiety.

It is fully as important that every teacher shall have some one to report to if there are indications of likelihood that a student needs guidance socially or industrially.

CHANGING CONCEPTIONS OF SCHOOL DISCIPLINE. By Pickens E. Harris, University of Pittsburgh. New York: The Macmillan Company.

Dr. W. C. Bagley's "Introduction" says: "The book is distinguished by a scholarship that is meticulous but far from pedantic. Its treatment of moot questions is both exceptionally well informed and eminently fair."

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GRINS BETWEEN GRINDS

No, Siree!

Two colored gentlemen were engaged in conversation when one of them became very much annoyed by the persistent attentions of a large fly.

"Sam, whut kin' o' fly am dis?"

"Dat am a hossfly."

"Whut am a hoss-fly?"

"A hoss-fly am a fly that buzzes 'round cows n' hosses n' jackasses."

"You ain't makin' out for to call me no jackass?"

"No, I ain't makin' out to call you no jackass, but you cain't fool dem hoss-flies."

Free From That

"Has your husband any hobbies?" asked the neighbor who was calling.

"No," said Mrs. Neurich, "he has rheumatiz a good deal, and hives now and then, but he ain't never had no hobbies."

The Dusky Pedant

Lawyer—"Can you tell me if the defendent was expensively garbed?"

Rastus (a witness)—"Deed she was, sah. Ah knows expensive garbage when I sees it."

There's One in Every Auto

Young Wife (to husband fixing balky car) — "What's causing the trouble, dear?"

Novice—"I don't know exactly, but I think it's the exasperator."

Simple Essentials

"After all," said the ready-made philosopher, "the rewards of each day's journey in life are three meals and a restful night."

"That's right," answered Mr. Chuggins. "We can go on cheerfully enough if we are sure of three filling stations and a garage."

Fair Enough

She had done everything wrong. she had disregarded the signal lights, then stalled in the middle of the street, and before starting had taken out her powder puff and started to apply it to her face. An irate traffic cop rushed up: "Say, lady, do you know anything at all about the traffic rules?"

"Why, yes, what is it that you want to know?"

New Line

Enterprising Vender—"I say, mum, 'ave you got such a thing as a match you could give me?"

Kind Lady—"I haven't one in the place."

"Well, will you buy a few boxes? I sells 'em, mum!"

Same, Only Different

Old Maid's motto—"Never let a fool kiss you."

Flapper's motto—"Never let a kiss fool you."

Beware

"It says in the Bible that Lot's wife looked around and turned to salt."

"That's nothing. A girl got on the street car and six men turned to rubber."

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JOURNAL MAIL BAG

Our Playgrounds

Editor, Journal of Education:—

One day last summer I heard two men discussing the uselessness of large city playgrounds. They heatedly deplored the huge sums spent on the maintenance of, and the little results that accrued from, playgrounds. Being a veteran teacher of play I wondered if I was receiving my monthly pay check at the taxpayer's expense, and giving nothing in return.

Every person on the "inside" of playground work will admit that playgrounds are not as well attended as pretended, and that the teacher often does most of the delicate hand-work that is attributed to the child. But after these two heinous crimes are confessed he will wax eloquent over what he has seen accomplished on the playground.

In games of tennis or volley-ball grown girls will courageously—in the face of overmatched strength and agonizing tiredness—hold on for "Laclede," or "Columbia," or "Emerson." This is technically called the "team spirit," but the teacher sees will-power developing, that will enable these girls to hold on a little longer and harder in the dangerous phases of life for the sake of God, or mother, or a similar ideal.

When the baseball is whizzing into a glove and the bat is cracking, the instructor realizes that here around her are at least nine boys who are not indulging in ungentlemanly chatter and deeds.

As the teacher shows a struggling little girl how to finish off a doll dress she is making that child manipulate—the first task in creative work and the beginning of that last great task of woman's—home-making.

As the small tot backs, backs, backs after a high fly she knows that no grinding brakes and horrid thump will kill a mother's joy.

And whether the child plays or is idle on the playground she knows that Doctor Sun—the aid of wounded spirits as well as diseased limbs—is doing his blessed work.

Let us have our playgrounds!

Very truly yours,

Marie C. Civill,
University of Missouri,
Columbia, Mo.

The Value of Examinations

Editor, Journal of Education:—

I think that most any one versed in the higher technique of education will admit that examinations are a clumsy and unfair means of detecting the amount of knowledge a student has about any subject, but, as yet, we have nothing better.

I expect to live to see the day when examinations will be a relic of the old school, and the student's knowledge of a subject will be measured by highly trained teachers in mind analysis with the help of improved standardized tests. Educational measurements must be and will be more concrete.

Sincerely,

W. K. Main
Elizabethton, Tenn

A Welcome and a Farewell

Editor, Journal of Education:—

Fitchburg is a wholesome civic and educational centre of Northern Worcester County, which is one of the prominent centres of the state. Its influence extends from Lowell and Nashua, N. H., to the Connecticut river on the west. The public schools have been highly efficient. Dr. J. G. Edgerley, superintendent for more than forty years, was one of the New England educational leaders. Dr. James Chalmers was promoted from the superintendency to the principalship of the State Teachers College at Framingham.

The State Teachers College has had two eminent New England educators as president, John G. Thompson and W. D. Parkinson. The latter retired by the age limitation of the state law.

This year Superintendent Ernest W. Robinson held farewell exercises appropriate to the retirement of William D. Parkinson, who had been principal of the State Normal School of Fitchburg for seventeen years, and in school service in the state for half a century; of George F. Hubbard, director of Teacher Training in the State Normal School, and of Mary E. Gallagher, a

teacher in the public schools of the city who has been honored by having the school in which she has taught many years named for her.

Superintendent Robinson at the same time welcomed new teachers to the system. He was happy in both addresses. He built his "welcome" address upon the educational philosophy of Herbert Spencer and his "Farewell" upon an address of G. Stanley Hall. The occasion will always be remembered as one of the great days in the life of Fitchburg, not only for the brilliant address of Mr. Robinson, but because of the spirit in which the teachers reacted to his "Welcome" and "Farewell."

L. E. Andrews.

Fitchburg, Mass.

An Unusual Exhibit

The exhibition of Webster Dictionaries at Cleveland attracted constant attention because of its historical and educational features. In one show case was displayed a copy of each of the great editions of the Quarto dictionary in addition to Webster's first dictionary, a tiny volume issued in 1806, and the Webster Speller, the income from which supported Webster during the score of years he devoted to lexicography. The beautiful typography, paper, and binding of the 1828 two-volume Quarto attracted most attention partly because of the main definition of the word "dandy," at which it was open, "A male of the human species who dresses himself like a doll and carries his character on his back."

Second only to the display of the books was the Webster desk which came to the Merriams from the Amherst home of Noah Webster. To the right of the desk was shown the remarkable collection of medals awarded to Webster's Dictionary at notable international expositions, first prize in its class having been won wherever exhibited.

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